

CHAPTER

10

Writing a Research Paper

The research paper is a documented essay containing citations to the sources you have consulted. It combines your own ideas, experiences, and attitudes with supporting information provided by other sources. These sources allow you to develop your topic with informed opinions, which you support with the evidence you have gathered. Using sources properly will help you write more authoritatively.

The process of research involves these principal activities:

1. Searching for a topic and for sources
2. Reading to select an appropriate topic and to gather information
3. Evaluating information and ideas
4. Organizing and writing the paper

The process might be more fully outlined as follows:

- Step 1.** Beginning the research
 - Choosing an interesting subject
 - Selecting a limited topic
 - Developing a working thesis
- Step 2.** Locating and skimming sources
 - Searching for information relevant to your working thesis
 - Eliminating irrelevant information
 - Reexamining your working thesis
- Step 3.** Reading sources and drawing conclusions
 - Reading selected sources carefully
 - Taking detailed notes
 - Analyzing the information
 - Developing a thesis statement
- Step 4.** Writing the paper
 - Composing the first draft
 - Revising the paper
 - Adding documentation
 - Formatting, keying, and editing the final draft
 - Preparing the Works Cited or References page
 - Proofreading and submitting the paper

Taking the research paper assignment step by step, as outlined in this chapter, and giving yourself adequate time for each step in the process will make the task more profitable and manageable.

71 Select an interesting, manageable topic.

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Research papers too often become long recitations of facts and opinions copied from sources. The best way to avoid producing anything so unoriginal and to eliminate needless drudgery is to choose a subject that you already know something about and want to learn more about. As you read general reference books or consult their online equivalents, consider aspects of the broad subject that experts differ on. And look for a topic that can be covered within the limits of your assignment. Then your research will not only satisfy your curiosity but will also allow you to write with authority about a topic that means something to you. By examining facts, sifting evidence, and comparing opinions, you will be able to arrive at your own conclusions and keep your own contribution at the heart of your paper.

If you are free to choose your own subject, do not try to read everything you can find on politics, nature, art, or whatever general field that most interests you. You must focus on one small corner of that field: not politics but the problem of revenue sharing and social-welfare programs, not nature but the causes of weed pollution in local lakes, not art but the influence of Cézanne on Cubist painting. An argumentation topic—one that has at least two sides—or one involving a problem will let you approach the question in an interesting way. Your instructor may propose a general subject, such as “television advertising,” and challenge you to develop your own topic. Out of that you might develop these:

- Types of deception used in television commercials
- Gender stereotyping in television commercials
- Government regulation of television advertising
- Methods that advertisers use to influence programming

You can save yourself time if you avoid certain predictable kinds of unsuitable topics:

- Topics too complex or controversial to be handled in anything less than a book: “influenza research”
- Topics so limited or obscure that you can find only a few brief sources: “developing Ektachrome prints”
- Topics so new that little has yet been published on them
- Topics so cut-and-dried that you can do little more than summarize your sources in a report on your reading: “the life of Abraham Lincoln”
- Topics about which you can write little that is not already known to most people: “drunk driving is harmful”

- Topics about which you have such strong feelings that you might not be able to evaluate what you read objectively, such as the question of abortion's morality

72 Explore available resources.

Before you settle on a topic, be sure that you can find enough material to develop that topic. First, decide on a research plan that suits the available resources, your topic, and your available time. A typical procedure is to read general reference books such as encyclopedias (or their online equivalents) to get an overview of the subject and to help you narrow the focus to a manageable topic. You might then search for books (through your school's library catalog) and magazine and journal articles (through your school library's periodical indexes and online subscription services) that you can skim to see how relevant they are for your purposes.

As you develop a basic bibliography—a list of books, articles, and other sources that you will investigate—record the library call number (or the URL, for online sources), the author's full name, the full title, and other pertinent information for each source. Using a laptop or a smartphone for this step is a good idea, allowing you to save your source material in its own file or area. Use the method that works best for you—being complete and using correct form (see **77b** and **78b**) will save you time later when you prepare your final paper.

Bibliographic Information: Book

Rabin, Robert L., and Stephen D. Sugarman, eds. *Regulating Tobacco*. New York: Oxford UP, 2001.

Library of Congress call number: HD9136.R43

Bibliographic Information: Print Article

Viscusi, W. Kip. "Promoting Smokers' Welfare with Responsible Taxation." *National Tax Journal* 47 (1994): 547–58.

Library of Congress call number: HJ2240.N315

Bibliographic Information: Online Article

Charles, Dan. "Farmers Got Billions from Taxpayers in 2019, and Hardly Anyone Objected." *NPR*, Dec. 31, 2019.

URL: www.npr.org/sections/thesalt/2019/12/31/790261705/farmers-got-billions-from-taxpayers-in-2019-and-hardly-anyone-objected

In these examples, the Library of Congress call numbers are part of a standardized locator service that works in all libraries that use the LC system. The URL is the locator for an online source.

When documenting an online source, the URL is crucial. It appears at the top of your browser screen, normally like this:

`https://www.generic.com/specific`
`https://generic.com/specific`

When you list a URL such as the first one, you may omit “https://” and begin with “www.” In the second example, however, you need to include “https://.”

The easiest way to reproduce a URL is to highlight and copy it, but if you try to copy and paste the one in the first example, it may appear as a descriptive link title. To avoid this, paint and copy starting with “www.” This way, you can copy the exact URL, and some of them can be very lengthy.

72a Locating Information

Today, you can find research sources in three formats: (1) sources that do not appear on the internet, (2) sources that appear on the internet only, and (3) sources that appear in a traditional format and have been digitized and posted on the internet as well. Let’s look at how these three categories work.

Traditional research leads you to books and to articles published in journals, magazine, and newspapers. Your school library is the best place to begin.

The library catalog The physical card catalog—wooden boxes containing a card for each holding—has all but disappeared from most college libraries. Most library catalogs are now accessed through dedicated internet connections. This approach usually adds a very handy feature: you can search for books *and* articles. (A traditional, physical card catalog listed the library’s books only.) Modern library databases allow you to search by title, by author, by subject, or by key word(s). Although these search options tend to be standard, don’t hesitate to ask your research librarian for help as you learn how to use the online catalog.

Periodical indexes Because some of the most current information is available in magazine and journal articles, using the various indexes to periodical literature is essential in almost every library research project. The periodical guides are the keys to articles. Do not limit yourself to the best-known and most general of these indexes, the *Readers’ Guide to Periodical Literature*. Note that many of the periodical indexes listed below are also available as online databases, allowing you to search for articles electronically by entering key words, words that would logically appear in titles of articles in a given area. Also note that there is a national network of research files. These include PAIS (Public Affairs Information Service), ERIC (Educational Resources Information Center), and many other specialized databases.

General indexes:

Humanities Index (1974–)—formerly the *Social Sciences and Humanities Index* (1965–73) and the *International Index* (1907–65)

New York Times Index (1913–)

National Newspaper Index (1979–)

Readers' Guide to Periodical Literature (1900–)

Social Sciences Index (1974–)—formerly the *Social Sciences and Humanities Index* (1965–73) and the *International Index* (1907–65)

Specialized indexes:

Applied Science and Technology Index (1958–)

Biography Index (1946–)

Biological and Agricultural Index (1964–)

Business Periodicals Index (1958–)

Central Index to Journals of Education (1969–)

Education Index (1929–)

General Science Index (1978–)

Index to Legal Periodicals (1908–)

MLA International Bibliography [literature, language] (1921–)

Public Affairs Information Service Bulletin (1915–)

See also the various abstracts, such as *Chemical Abstracts* (1907–) and *Psychological Abstracts* (1927–).

Reference books Also cited in the library's electronic catalog are the library's encyclopedias, dictionaries, atlases, and many other basic reference tools. Here are a few:

Special encyclopedias:

International Encyclopedia of the Social Sciences. 17 vols.

The New Catholic Encyclopedia. 15 vols.

Van Nostrand's Scientific Encyclopedia

Other:

Current Biography (1940–)

Facts on File (1941–)

Statistical Abstract of the United States (1878–)

World Almanac and Book of Facts (1868–)

Libraries also contain pamphlets, government documents, films on DVD and videotape, filmstrips, audiotapes, music CDs and records, and other non-print sources.

The internet Today, the internet contains sources of all levels of quality—from the biased and harmful to the too-general and relatively useless to the specific, expert, and extremely valuable. Documents that are first published on the internet are tempting for the student researcher because of their convenience. However, real problems occur for students who want to rely on internet research:

1. Is the source reliable? If you are looking for sources about current events and find yourself reading articles on the website of the *New York Times* or the *Wall Street Journal*, you can trust this online publication at the same level that you trust the traditional publication of the company. However, many groups with strong agendas have their own websites containing articles written for—or by—the organization. Are these unbiased? Probably not. Are they useful for your research? Possibly. You will need to be very careful if you plan to include such sources in your research paper. The worst case is the handsome, well-designed website of some hate group or other representative of the lunatic fringe. Keep in mind that North America has a surfeit of web designers; it's not difficult to make any website look good, regardless of its content. A basic rule of thumb is that a source whose URL ends in "edu" or "org" is probably better than a source whose URL ends in "com." However, the key word here is "probably." As well, sources that appear in PDF format are more likely to come from reputable sources—but not always.
2. Are you relying too much on basic search-engine research and ignoring true academic research? Today, we have access to more information in more formats than at any other time in history. One of the unanticipated outcomes of this progress has been the tendency for student papers to suffer from "shallow" research. The reason is simple: because information can be accessed through a phone or a laptop, and such devices are ubiquitous and extremely convenient, many students depend on them and do not perform thorough research on their chosen topic. An essay might include a definition from an online commercial encyclopedia (one source), a posting to a discussion group (one more source), and information from the home page of a major company (and so on). Do you see the problem here? The student is trying to use the internet to *avoid* doing true academic research. Always remember that the internet is a tool, not a crutch.

However, modern library technology does offer an extremely convenient use of the internet for academic research. Most college libraries now subscribe to search databases such as EBSCOhost and JSTOR. These services will link you to full-text articles that were originally published in print form but are now also available digitally. Moreover, these services will link you to articles in journals that your library might not carry. Finally, many college libraries allow you to log in from a remote location by using your college ID number. Then you can access the digital subscription service. This is a true convenience.

Our main goal in this book is to help you become a better writer. We also want to help you make good grades. Obviously, these outcomes are related. Shallow research is fundamentally damaging. No matter how well written that a research paper might be, if the research has been neglected, the paper will not have achieved its writer's goal.

Go the extra mile. If you need a book for your project and it is not available online, go to the college library. If you need help with a research issue, visit or contact one of the research librarians at the library. These are some of the most valuable people in the world of higher education.

Your instructor will be able to ascertain very quickly how much research you have done on your project and how thorough this research is. Don't start off on the wrong foot.

73 Evaluate your sources of information.

Analyzing the material you find is always important. We discussed the problems of internet sources in the previous section, but we also need to point out that not everything in print is reliable and that some sources carry more weight than others. A short article in a popular magazine will seldom be as authoritative as a book or journal article, but even a book may represent an extreme approach to a subject, especially with the current popularity of self-publishing. Always be careful to distinguish between facts and opinions. As you examine any source, ask yourself these questions:

- Is the writer a recognized authority on the subject, one whose work is cited by other writers?
- Does the work seem to be biased? Does the author give sufficient attention to other points of view?
- Is the work recent enough to provide up-to-date information?

Aim for a balanced bibliography that reflects as many viewpoints as possible and that includes journal articles as well as books and magazine articles. In most cases, if half of your sources consist of articles from one periodical, search further. Scholarly journals provide more thoroughly documented material than do magazines, which might be general, exaggerated, or slanted to

reflect a particular bias. For a paper on acid rain, for example, you would not depend on a newspaper article but would instead consult a journal such as *Nature* or *Science*. Interviews, if they provide information not easily found in published sources, can be useful as long as those interviewed are knowledgeable and objective. Corporations, museums, government agencies, specialized organizations (the Red Cross, for example), and your class notes can also provide information not found in libraries.

Primary and secondary sources Primary sources are the actual texts of reports, novels, and documents, as well as interviews, questionnaires, recordings, and other original material. Secondary sources are the critical and historical accounts based on primary materials. For a documented essay on the end of the space shuttle program, for example, your primary sources might include reports from NASA as well as interviews with or letters from space officials. For a paper on educational television for children, reports of experiments in childhood learning as well as the programs themselves would be your primary sources. Clearly, watching the programs would be essential to understanding the topic; you would not want to get most of your information secondhand. Whatever your topic, locate and use as many primary sources as possible.

Secondary sources may help you find additional primary sources, and they can point out ways of interpreting those sources. By examining a number of secondary sources, you can determine which ones offer the most convincing interpretation of the facts. Because you will probably not have time to read all the available secondary sources in their entirety, check their indexes and tables of contents, and skim chapters that you think might help you. Also check each secondary source for a bibliography that might direct you to other sources; this can be a very fruitful approach.

74 Prepare a preliminary thesis statement and working outline.

As early as possible in your research, formulate a tentative statement of the main point you expect to make in your paper (see 6). You will need to change this preliminary thesis statement if further research gives you a new perspective, but deciding on your thesis will help you concentrate your note taking on material that supports, contradicts, or in some other way bears directly on your main point.

Next, consider the subpoints you will need to support your thesis, and arrange these into a rough outline (see 7). For example, if you are working on the future of the Olympic movement, your preliminary thesis and rough (working) outline might look like this:

Thesis: The Olympic Games will surrender to commercialism unless reforms are made.

- I. Most competitors are now professionals.
- II. Corporate sponsors are much too visible.
- III. Product merchandising should be curbed.

As you develop the topic further, you will find ways to develop each of the subtopics: When did the shift occur from amateur status to professional status? Why are corporate sponsors a problem? Is there a practical, equitable way to limit product merchandising? You may also find new subtopics or discover that you have to change some of the ones you have. You might also find that you need to sharpen your thesis statement. For example, you could specify how changes in the Olympics would solve the recent problems:

The Olympics can regain some of its lost luster by emphasizing the importance of amateur athletics, curbing corporate sponsors, and limiting product merchandising.

Think of your working outline as a flexible guide in your search for pertinent information. If you code your research files to the sections of your rough outline, you will be able to see if you are finding enough information for each section and if you are turning up new information that calls for changes in your outline.

75 Take thorough, accurate notes on your sources.

Your aim in taking notes is to record accurately and concisely the important facts from your sources. On pages 214–215 we discussed how to list and store bibliographic information to be used in your essay. You can list your notes in a separate file or, more conveniently, add them to your bibliography file. (For safety's sake, remember to back up research files to another storage area.) Each of your note entries should contain the following information:

1. *Subject.* In a few words at the top of the entry, identify the information that the entry contains.
2. *Source.* List the author's name or an abbreviated title.
3. *Page number.* If a quotation runs from one page to the next, use a slash to indicate the page break. You may later want to use just part of the quotation.

The note itself may be a quotation, a paraphrase (rewording) of the original material, or a summary.

Quotation Although most note taking should not be word-for-word copying, quote your source directly whenever you think you might want to use the exact wording. When quoting, follow these guidelines:

1. In your digital file, place quotation marks around all direct quotations to remind yourself that the wording is not yours. This distinction is essential.
2. Copy your source exactly, including punctuation marks. If an error appears in the original, put [*sic*], meaning *thus* or *so* (“this is the way I found it”), in your notes.
3. Use an ellipsis mark of three spaced periods (. . .) to indicate omitted material within a quoted sentence. Avoid using ellipses before quotations of only parts of sentences (see **40d**).
4. Use square brackets for your own insertions in a quotation: “Last year [2016], Americans spent more than \$10 billion on pet foods alone.”

Paraphrase Direct quotation is not the only way to record the material you will use. You can reword passages from your sources, but be careful to capture the ideas of an author without copying his or her sentence structure or word choice. You do not have to change every word in your source; simply write in your own style, and note the exact location of the ideas you are rephrasing. When your source contains phrases that you think deserve direct quotation, you can combine paraphrase and quotation, but be sure to distinguish carefully between your words and those of your source.

Summary Instead of copying or carefully paraphrasing background information or other material that you do not plan on presenting in detail, write a brief summary. Record the important facts; skip unimportant details. Early in your note taking, you may want to take summary notes on sources that you expect to investigate more carefully later. Rough summary notes can include abbreviations and incomplete sentences. Such notes give a quick sketch of material you may use and will be more fluently worded in your paper.

The following examples illustrate each of these three note-taking methods. Be sure to include source information (author and page number, if applicable) in all digital research files.

Original Material

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Storytelling

“The humorous story is told gravely; the teller does his best to conceal the fact that he even dimly suspects that there is anything funny about it; but the teller of the comic story tells you beforehand that it is one of the funniest things he has ever heard, then tells it with eager delight, and is the first person to laugh when he gets through. And sometimes, if he has had good success, he is so glad and happy that he will repeat the ‘nub’ of it and glance around from face to face, collecting applause, and then repeat it again. It is a pathetic thing to see.”

Mark Twain [Samuel Clemens], “How to Tell a Story.” *How to Tell a Story and Other Essays*, www.gutenberg.org/files/3250/3250.txt.

Paraphrase

Twain (Clemens)

Storytelling

Twain distinguishes the “humorous” story from the “comic” story. The teller of the humorous story tries to tell the tale “gravely” in order to heighten its humorous effect, but the teller of the comic story is extremely conscious of its potential for humor, which he or she exploits beyond all reason, being all too ready to laugh at his or her effort and repeating the punch line after the story is done. According to Clemens, the effect is “pathetic.”

Summary

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Twain (Clemens)

Storytelling

Twain contrasts a skillful storyteller, who is playing a role that requires a deadpan delivery, with a “comic” storyteller, who exploits his material to the point that the audience is disgusted.

Careful note taking can help you avoid plagiarism (see page 225) in your finished paper. It should also indicate your solid understanding of what you have read. For this reason, summaries and paraphrases are preferable to word-for-word copying. Some of the following examples are too close to the original wording to be effective paraphrases:

Original sentence: “*Gender* is a term that has psychological or cultural rather than biological connotations.”

Poor paraphrase: *Gender* has psychological or cultural, not biological, implications.

Effective paraphrase: The word *gender* refers to behavior or culture, not biology.

Original sentence: “The ideal of strict objectivity is absurd.”

Poor paraphrase: Complete objectivity is an absurd ideal.

Effective paraphrase: No one should strive to be completely objective.

Original quotation: One of the problems with traveling alone involves the critical issue of choices. When two people travel together, the questions of where to stay, what to eat, and what to do are made simpler: on any single issue, at least one of the pair will have an opinion. Unless the other has her own, radically different opinion, she can default to her companion’s suggestion. The companion is on the hook, so to speak, for the responsibility of making a good choice. The other doesn’t have to come up with anything.

However, the solitary traveler is left without this crutch. The first time that I took an extended vacation after my split, the volume of choices was overwhelming. But the next time out I

realized that the alternative—a rigidly planned “itinerary”—was unspeakable.

—From Alexandra Valdez, “On My Own Again” (*Maritime Vistas*, October 2005), 38–39.

Compare the original passage with the following student paraphrases:

Paraphrase A (Unacceptable)

A problem with traveling alone is choices. Two people traveling together can come up with answers on where to stay, eat, and do. If one person suggests a choice, the other can agree and make the first person responsible for the choice. The second person doesn't have to make a suggestion.

But someone traveling alone doesn't have this crutch. When Valdez took a trip after her split, she was faced with an overwhelming range of choices. However, she soon found that a rigidly planned itinerary was even worse.

This version is unacceptable because all its sentences closely follow the original wording. It will be difficult to determine later if these notes are quoted or paraphrased.

Paraphrase B (Acceptable)

Solitary traveling requires a formidable array of choices, according to Alexandra Valdez, that people traveling in pairs do not face. In the latter situation, one person can logically be expected to have an opinion, and the other can simply accede, putting the responsibility on the companion. The solitary traveler faces something different: too many choices. But, as Valdez points out, taking a trip with every choice made beforehand is “unspeakable” (38).

This version is acceptable because no plagiarism (see below) will result; the source is clearly introduced and acknowledged while the expert's key terms are assimilated into the student's own writing.

As you read and take notes, consider possible subtopics to complete the ideas in your rough outline (see 74). These subtopics will help guide your reading and note taking, and your reading will then provide ideas for more subtopics. You will be organizing the paper as you prepare to write it. If you are investigating ways to restore the tarnished image of the Olympic Games, you might develop these subtopics:

- small countries with amateur athletes/large countries with professional athletes
- corporations as official providers of absurd or tangential services
- why souvenirs are valuable

The order of the subtopics, as well as the subtopics themselves, will doubtless change as you find material and as your ideas develop.

Plagiarism Plagiarism—presenting the words or ideas of others without giving proper credit—is both unethical and illegal. When you put your name on a piece of writing, the reader assumes that you are responsible for the information, wording, and organization and that you will acknowledge the source of any fact or idea that is not your own—including information taken from internet sources, a prime source of deliberately plagiarized material these days.

A writer cannot copy direct quotations without using quotation marks and without acknowledging the source. Paraphrasing material or using an original idea that is not properly introduced and documented is another common type of plagiarism. Sloppy note taking, in which the writer has not distinguished between his or her thoughts and those of the sources, is a frequent culprit. To avoid plagiarism, follow these guidelines:

1. Introduce every quotation and paraphrase by citing in the text of your paper the name of the source of the material used.
2. Place quotation marks around all directly quoted material.
3. Rewrite paraphrased material so that it is faithful to the original ideas; rearranging sentences is not enough.
4. Document all source material used.
5. Include on the Works Cited or References page every source referred to in your paper.

The penalties for plagiarism can be severe; it is a serious offense. A student who has been caught plagiarizing can expect, at the least, to receive no credit for the assignment, and at some schools expulsion is the mandated result.

76 Organize, write, and revise the rough draft.

If you revise your outline as you collect information, you should be nearly ready to write your rough draft by the time you finish taking notes. But first review and refine the organization. Start with your thesis statement: Does it clearly express what you now see as the central, unifying idea of the paper? (See 6.) If, for example, your initial thesis was “Library censorship is dangerous to our schools,” your research might lead you to a more limited, precisely focused thesis: “Censorship in high school libraries denies students their constitutional right to the free exchange of ideas.”

A *sentence outline* can be especially useful at this point. Write a sentence stating each of the main ideas supporting your thesis. Then complete the outline with sentences that represent the subdivisions of your main points. You will be able to see how well the parts of your paper fit together, and you may be able to use many of the sentences as topic sentences for your main subsections.

To help make the organization of your material clear and logical, follow these conventions when outlining:

1. Make sure that *all* the divisions and subdivisions are complete sentences; do not mix phrases with sentences.
2. Type your thesis statement at the head of the outline, followed by capitalized Roman numerals for the main headings; then A, B, etc., for main subheadings; then 1, 2, etc.; then a, b, etc.
3. Always use at least two subdivisions. If you have “I. A.,” you must logically have “I. B.” As a general rule, subdivisions stand for blocks of material in the essay, not for single sentences.
4. Make the subdivisions logically consistent. If your first main division is “I. Students in four-year colleges” and your first two subdivisions are “A. Freshmen” and “B. Sophomores,” then you must continue with “C. Juniors” and “D. Seniors,” not “C. History majors” or “D. Student athletes.”

The following sentence outline was written for a research paper on year-round schools:

Thesis: The time for year-round schools has arrived, for they can solve many of the mounting problems, such as overcrowding and inefficiency, that our educational system faces.

- I. Year-round schools are largely misunderstood.
 - A. Parents’ and students’ misunderstandings are based on preconceived notions of how year-round schools operate.

- B. A wide variety of plans allows flexibility in implementing a year-round school system.
- II. Year-round schools offer advantages to those directly involved in education as well as to the community at large.
- A. Parents' and students' apprehensions about year-round schools are often dispelled after they have experienced such a system.
 - 1. Year-round schools offer greater flexibility in vacation planning.
 - 2. Students often retain knowledge more easily in a year-round plan.
 - 3. Both marginal and gifted students benefit from a year-round school system.
 - B. Year-round schools provide economic benefits to school systems.
 - 1. School facilities are used more efficiently.
 - 2. Year-round schools relieve overcrowding.
 - C. Teachers also benefit from year-round plans.
 - 1. Smaller class sizes make for less stressful situations.
 - 2. Teachers have more time to plan curricula.
- III. Although some teachers point out drawbacks to year-round school plans, students' experience is more positive.
- IV. Although year-round schools may not be the answer to every school system's problems, many communities are finding that the advantages of year-round schools far outweigh their disadvantages.

Handling source material Identify your sources so that readers can make their own judgment about content and reliability. Make sure that material from your sources supports the points you wish to make and that your own voice is not drowned out by excessive quotations. If all the quoted and paraphrased passages were to be removed from the paper, it should still make sense. These guidelines will help you achieve that goal:

1. Write a topic sentence in your own words for each of your main paragraphs. Even if you later incorporate a quotation into a topic sentence or drop the topic sentence altogether, writing it in your own words will help you make sure that the paragraph expresses your thoughts. (See 16.)

2. Use direct quotations only to emphasize significant points or to show your reader how your source expressed a key idea.
3. Avoid long paragraphs of quotations.
4. Make short quotations part of your own sentences:

Frances FitzGerald writes that history textbooks have changed so much that “many an adult would find them unrecognizable” (21).

5. Introduce quoted and paraphrased material so that your reader will know whose work you are citing:

As B. F. Skinner wrote, “The goal of science is the destruction of mystery” (59).

6. After each paraphrase or quotation, place the page number (if one is available) in parentheses.

Revising the rough draft You will probably need to revise your paper several times to make it read smoothly and say exactly what you want it to say. Check especially to see that your paragraphs are unified and sufficiently developed (see 17 and 19) and that you have supplied transitions to guide your reader through the paper (see 18).

Make sure that your final draft is free of errors (spelling, mechanics, grammar, punctuation) and that its sentences are logical and its diction clear. Compare the final draft with your outline to make sure that they are consistent. (If not, decide which needs to be changed.) Type from your digital research file a Works Cited or References page for those materials you have cited in the paper. Eliminate sources you have not used, but include each source that appears in your essay. Arrange the sources in alphabetical order by author (or title if there is no author), and type one continuous list according to the format outlined in 77b and 78b.

Format Choose a roman, serif font—twelve-point type is today’s standard. Never use italic, script, or all-capital letters for your text font. (Italic is used for emphasis, for foreign words, and for titles as appropriate—see 41.) A serif font is easier to read than a sanserif font because the characters are more distinctive:

Research is a worthy process. (Times New Roman: serif)

Research is a worthy process. (Arial: sanserif)

If you would like to use a different font for heads (the title of your paper, Works Cited or References, etc.), a sanserif font is a good choice.

Research Paper Formats

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This chapter illustrates guidelines from two academic organizations: the Modern Language Association (MLA) and the American Psychological Association (APA). Their documentation formats are similar in that both use parenthetical notes rather than relying on footnotes or endnotes. However, the two systems have substantial differences, so both are discussed here. MLA guidelines tend to be used in English, foreign language, and humanities research papers, and APA guidelines are generally used in social sciences, education, and technical writing.

77 Guidelines for MLA-Style Research Paper

77a Document sources accurately.

Documentation means including notes within your paper to tell readers where you found specific ideas and information and also including a list of your sources at the end of the paper. Documentation has two important functions: to give credit to the sources you have consulted and to enable your readers to look up the original material. Documenting also protects you against possible plagiarism (see page 225): it distinguishes your thoughts and words from those of your sources.

According to MLA style, you document by using in-text citations of author and page, in parentheses, at the end of every sentence containing a quotation or paraphrase. For example:

American children need to learn traditional information at an early age (Hirsch 31).

On your Works Cited page at the end of the paper, you will provide in an alphabetical list the complete information about each source; your in-text citation specifies the page from which the quotation or paraphrase is taken.

What must you document? Because you have read extensively to prepare your research paper, you may think at first that nearly every sentence in the paper will have to be documented. But readers are interested in what *you* have to say, in how you have used your reading. Information that is common knowledge, short dictionary definitions, and well-known quotations do not require documentation. But every sentence taken from a source requires a citation so that the reader knows who says what—and with a minimum of disruption. Whenever possible, introduce each quotation and paraphrase with the name of the authority.

You must document the following:

1. All directly quoted material:

Roger Rosenblatt writes that “Americans have never hated big government as much as they have loved its services” (33).

If you did not use the author’s name to introduce the quotation, cite it along with the page:

(Rosenblatt 33).

If the source is a one-page article (common in popular magazines), citing the page number is optional—you may cite the author (or the title, if there is no author) without the page number.

2. All paraphrased and summarized material:

The prestige of a college education, John W. Gardner says, has led many people to assume (falsely) that there is no other type of learning after high school (103).

or:

According to John W. Gardner (103), the prestige of a college education has led many people to assume (falsely) that there is no other type of learning after high school.

3. Facts and data that are not common knowledge:

The average American’s life expectancy has increased from 47 years, when the twentieth century began, to 77 years today (Norman 36).

When two or more works by one author are listed in the Works Cited, provide a shortened version of the title to prevent confusion. Here the complete title—*The Presence of the Word*—is cited in shortened form:

Speech as sound, Ong says, is “irrevocably committed to time” (*Presence* 40).

For repeated references to a primary source (such as a play or poem), simple citations (such as to act, scene, and line) will suffice once you have established the title of the work (for more on this subject, see **79h**):

Lear’s dying words are “Look there, look there!” (5.3.316).

When several items are taken from the same source, such as four sentences in a paragraph giving statistics derived from a single book, use one citation at the end of the paragraph: doing so will indicate that all the data in the paragraph come from that book. In such cases, especially, introducing your sources is important. And strive for some variety in introducing quotations and paraphrases and in incorporating them into your sentences fluently. Some possibilities:

In his famous study of the Third Reich, William L. Shirer describes the Nazi war machine (399).

Others, such as Koehl (360) and Bloch (36–37), present a different view.

From 1939 on, Johnson writes, Hitler became a militarist, ceasing “to play the politician, the orator, the demagogue” (356).

As Bruce Pauley (102) has observed, . . .

Yet, according to one scholar (Fussell 245), the issue in 1939 was . . .

Other historians disagree with this interpretation (for example, O’Neill 52–59 and Binion 78–82).

Istvan Deak is surely right in agreeing with Koehl that not even the SS in Nazi Germany was totally committed (42).

Although you will most often use short quotations, occasionally you will need to use a longer (“block”) quotation to present an especially important point. If a quotation will take up more than four lines in your paper, indent the quotation one-half inch from the left margin (use your word processing program’s “format paragraph” option) and do not add quotation marks. Double-space the quotation. Introduce the quoted material, using a colon to connect the introduction with the quotation, as in this example:

In the past, the travel and tourism industry presupposed either the solitary business traveler or the family traveling together. Today’s increasingly fragmented and diverse society presents other issues, as Alexandra Valdez comments:

One of the problems with traveling alone involves the critical issue of choices. When two people travel together, the questions of where to stay, what to eat, and what to do are made simpler: on any single issue, at least one of the pair will have an opinion. Unless the other has her own, radically different opinion, she can default to her companion’s suggestion. The companion is on the hook, so to speak, for the responsibility of making a good choice. The other doesn’t have to come up with anything. (38)

Note that in a long quotation, the parenthetical citation *follows* the period.

For subsequent citations to the same page in a source just cited, simply repeat the page. (*Ibid.* and other Latin abbreviations are no longer used.)

Another writer argues that “it may turn out that apes do have a dim awareness of syntax” (Gardner 6). He also points out, however, that such a discovery may not be major (6).

Content endnotes Certain types of information cannot appropriately be included in the body of your paper. Such items include comments on your research process or on the sources you used, or acknowledgment of assistance you received. This information should be placed on a separate page labeled “Notes,” following the last page of your text and preceding the Works Cited. The accepted format for such notes is as follows:

¹On this point see also Kennedy (12) and Garrett (119).

²All citations to Shakespeare are to the Bevington edition.

³The data for this study were collected between 20 January 2016 and 7 August 2016 in Miami, Orlando, and Tampa, Florida.

⁴This study has benefited from the research assistance of Brenda Gordon, graduate assistant, Department of English.

Include bibliographical information in the Works Cited, *not* in content endnotes. Place the consecutive note numbers in the text immediately following the relevant sentence. The note number is a superscript, as shown in this example:

during the war.²

77b Construct your list of Works Cited.

End the paper with an alphabetical list of the books, articles, and other sources that you cite. This bibliography is titled “Works Cited.” Although some instructors may require you to list all the works you consulted in preparing your research paper, the most common practice is to list only those sources you have used and cited. Copy in your digital research file the complete information for each such source, and keep these entries in alphabetical order by author’s last name (or title if there is no author).

The following bibliography format is that of the Modern Language Association, detailed in the ninth edition of the *MLA Handbook*.^{*} MLA documentation style uses a “container” concept that is intended to make it easier to

^{*}For full information, see *MLA Handbook*, 9th ed. (New York: Modern Language Association, 2021).

decide how to format an entry. For example, suppose that you want to use in a research paper an article found in a magazine that is not also published online. You go to a bookstore and ask to buy the article. “No,” the clerk says, “you have to buy the whole magazine.” The magazine is the main part of the *container* (with its title listed in your Works Cited in italics); the article is the main part of the *source* (with its title listed in quotation marks, no italics). Or suppose that you want to cite one episode of a television series. The episode title is the main part of the source (use quotation marks); the series title is the main part of the container (use italics).

Regarding works cited,

1. Because the list is alphabetical, place authors' last names first. (If no author or editor is given, alphabetize by title, not taking into consideration *a*, *an*, or *the*.)
2. Then list the full title. Use italics for titles of books and periodicals; use quotation marks for articles, poems, essays, and parts of books.
3. Separate the items within the entry with periods.
4. For books, cite the publisher's name and the year of publication: Scribner's, 2005. If more than one copyright date is listed, use the most recent one.
5. For journals, cite the volume, year, and full pages: *Cithara*, vol. 50, no. 2, 2011, pp. 14–22. For magazines, cite the date and full pages: *Esquire*, Feb. 2004, pp. 60–62. (If pages are not continuous, use pp. 60+.)
6. Double-space the lines of each entry, and indent the second and following lines one-half inch (use your word processing program's “format paragraph” function to establish a hanging indent).
7. In listing two or more works by the same author, use three hyphens followed by a period instead of repeating the author's name. Alphabetize by title:

Schama, Simon. *The Embarrassment of Riches*. Knopf, 1995.
---. *Landscape and Memory*. U of California P, 1988.

“U of California P” is the shortened version of the University of California Press. Follow this format when you list university presses.

Works Cited Format: Books

Single author:

Boyd, William. *Waiting for Sunrise*. Harper, 2012.

Strong, Roy. *Feast: A History of Grand Eating*. Harcourt, 2002.

Two authors:

Green, Michael, and James D. Brown. *War Stories of D-Day*. Zenith, 2009.

Kimmel, Michael S., and Michael A. Messner. *Men's Lives*. 4th ed., Allyn and Bacon, 1998.

In the Kimmel and Messner entry, look at how the edition is noted. Never indicate a first edition, but indicate later editions as follows: *2nd*, *3rd*, *4th*, and so on.

Three or more authors:

Poole, Debra, et al. *The Story of Human Development*. Prentice Hall-Pearson, 2007.

Translated and edited books:

Alighieri, Dante. *Inferno*. Translated by Robert Hollander and Jean Hollander, Anchor, 2002.

Heft, James L., editor. *Believing Scholars*. Fordham UP, 2005.

Merton, Thomas. *The Hidden Ground of Love*. Edited by William H. Shannon, Farrar, 1985.

Virgil. *The Aeneid*. Translated by Robert Fitzgerald, Random, 1983.

A work in an anthology:

Kinney, Arthur F. "Imagination and Ideology in *Macbeth*." *The Witness of Times*, edited by Katherine Z. Keller and Gerald J. Schiffhorst, Duquesne UP, 1993, pp. 148-73.

Encyclopedias and Dictionaries:

"Melodeon." *Merriam-Webster's Collegiate Dictionary*. 11th ed., Merriam-Webster, 2003.

Reprinted and revised editions:

Fitzgerald, F. Scott. *The Great Gatsby*. 1925. Scribner's, 1953.

Here the date of the original edition is included after the title of a reprinted book. If an edition is other than the first, cite *Rev. ed.* or *4th ed.* after the title:

Kendall, Diana. *Sociology in Our Times*. 10th ed., Cengage Learning, 2015.

Multivolume work:

Parrington, Vernon L. *Main Currents in American Thought*. Harcourt, 1927-32. 3 vols.

Churchill, Winston S. *The Age of Revolution. A History of the English-Speaking Peoples*, vol. 3. Dodd, 1956-58.

Corporate author:

Committee on Guidelines for Human Embryonic Stem Cell Research. *Guidelines for Human Embryonic Stem Cell Research*. National Academy of Sciences, National Research Council, 2005.

Government publication:

United States, Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook*. Government Printing Office, 2007.

Works Cited Format: Periodicals**Article in journal (paged by volume):**

Ridge, Michael. "Saving the Ethical Appearances." *Mind*, no. 115, 2006, pp. 633-49.

Tolan, John. "The Friar and the Sultan." *European Review*, no. 16, 2008, pp. 115-26.

Weiss, Timothy. "Translation in a Borderless World." *Technical Communication Quarterly*, no. 4, 1995, pp. 407-23.

A journal paged by volume starts the first issue of each year on page 1 and then numbers consecutively throughout the year.

Article in journal (paged by issue):

Hynes, Joseph. "Morality and Fiction: The Example of Henry James." *South Atlantic Review*, vol. 60, no. 4, 1995, pp. 27-34.

Wolf, Howard R. "Ernest Hemingway: 'After Such Knowledge.'" *Cithara*, vol. 50, no. 2, 2011, pp. 14-22.

A journal paged by issue starts each issue on page 1.

Article in monthly magazine:

Simons, Lewis M. "Genocide and the Science of Proof."
National Geographic, Jan. 2006, pp. 28-35.

When listing articles from monthly or weekly magazines, as well as from newspapers, abbreviate all months except May, June, and July.

Article in weekly magazine:

Nussbaum, Emily. "Beaches." *The New Yorker*, 6 Mar. 2017,
pp. 82-83.

Bruck, Connie. "Jerry's Deal." *The New Yorker*, 19 Feb.
1996, pp. 54+.

Luscome, Belinda. "Confidence Woman." *Time*, 19 Mar. 2013,
pp. 36+.

When the pages of an article are not continuous (see the Bruck entry and the Luscome entry), list the first page followed by a plus sign. Otherwise, always list the inclusive pages.

Article in newspaper:

Fackler, Martin. "Nuclear Plant in Japan Leaks Toxic
Water." *The New York Times*, 7 Apr. 2013, national ed.,
p. A11.

Most daily newspapers have section indicators that precede the page number.

Book review:

Anderson, Jarvis. "Life with Father: Duke Ellington."
Review of *Duke Ellington in Person*, by Mercer Ellington.
New York Times Book Review, 28 May 1978, p. 8.

Goddard, Hugh. Review of *St. Francis and the Sultan*, by
John Tolan. *Speculum*, vol. 86, no. 2, 2001, pp. 560-62.

Robinson, Marilynne. "Hysterical Scientism: The Ecstasy
of Richard Dawkins." Review of *The God Delusion*, by
Richard Dawkins. *Harper's*, Nov. 2006, pp. 83+.

Pamphlet:

Follow the format for books.

Works Cited Format: Electronic Media

Online documents:

In citing online documents, include the following:

1. The author's name (if given).
2. The title of the document.
3. The title of the database or website (italicized).
4. The date of the document's posting (if available).
5. The address (URL) where the document was found.

Note how these guidelines apply in the following cases:

a. Article from a Website

"ACLU Urges Supreme Court Not to Abandon Landmark Student Free Speech Ruling." *ACLU.org*, 19 Mar. 2007, www.aclu.org/news/aclu-urges-supreme-court-not-abandon-landmark-student-free-speech-ruling.

McMurtry, Larry. "What Woody Wrote." Review of *House of Earth*, by Woody Guthrie. Edited by Douglas Brinkley and Johnny Depp, *The New York Review of Books*, 25 Apr. 2013, www.nybooks.com/articles/2013/04/25/what-woody-guthrie-wrote.

b. Article from an Online Scholarly Journal

Price, Bronwen. "Verse, Voice, and Body: The Retirement Mode and Women's Poetry 1680-1723." *Early Modern Literary Studies*, vol. 12, no. 3, www.extra.shu.ac.uk/emls/12-3/priceve2.htm. Accessed 24 Feb. 2007.

If an online article does not list a publication date, add the date that you accessed it.

c. Article from an Online Weekly or Monthly Magazine

Baldor, Lolita C., and Scott Lindlaw. "Officers Blamed for Tillman Errors." *Time*, 24 Mar. 2007, www.time.com/time/nation/article/0,8599,1602701,00.html.

d. Article from an Online Newspaper

Krugman, Paul. "Insurance and Freedom." *The New York Times*, 7 Apr. 2013, www.nytimes.com/2013/04/08/opinion/krugman-insurance-and-freedom.html.

Salinero, Mike. "Shed No Tears for the Crocodile." *The Tampa Tribune*, 21 Mar. 2007, www.tbo.com/news/metro/MGB55H99JZE.html.

e. Online Book

Hawthorne, Nathaniel. *The House of the Seven Gables*. Project Gutenberg, www.gutenberg.org/etext/77.

Simon, Carly. *Boys in the Trees*. Kindle ed., Flatiron Books, 2015.

This online book can be accessed only through the Kindle reading device, and its pagination is different from that of the print version.

f. Document Accessed from a Library Online Subscription Service

Wheida, E., and R. Verhoeven. "The Role of 'Virtual Water' in the Water Resources Management of the Libyan Jamahiriya." *Desalination*, vol. 205, 2007, pp. 312-16. EBSCO Academic Search Premier, www.ebscohost.com/academic/academic-search-premier.

If you have used a subscription service to access a previously published article, make sure that you use this format when preparing your works cited entry.

Electronic mail:

Email citations should include the writer, a description of the document and the recipient, and the date, as in this example:

Bayston, Tom. "Re: Status Report." Email to Brook Sizemore, 20 July 2006.

In all instances of electronic media, if you cannot locate complete information, cite what is available.

Social media:**a. Blogs**

Busse, Ryan. "Growing Up Rich." *Mouthful of Feathers: Upland in the West*, 22 Dec. 2020, <https://mouthfuloffeathers.com>.

b. File-Sharing, News, and Opinion Sites

Glaser, Karina. [bookriot.com]. The many covers of *To Kill a Mockingbird*, by Harper Lee. *Pinterest*, 14 July 2015, www.pinterest.com/pin/263249540701323641.

Murphy, Erin [ERinMurphysLaw]. MD is the first state to comprehensively regulate genetic genealogy. *Twitter*, 18 June 2021, <https://twitter.com/afentis/status/1406240655576289284>.

National Geographic. "Bastille Day Celebrates the Rebellion That Ignited the French Revolution." *Facebook*, 14 July 2021, www.nationalgeographic.com/history/article/bastille-day-honors-rebellion-sparked-french-revolution?cmpid=org=ngp::mc=social::src=facebook::cmp=editorial::add=fb20210714history-bastilleday&sf247656051=1&fbclid=IwAR3CEoihtC3Q_klfLfo0CPo7EBNZwMrXvTz1DtMd625586DKvi0Zw4K7a0s.

MLA allows you to truncate (shorten) extremely long URLs like the one in the preceding example, but note that following the full URL is the only way to directly access this Facebook post, along with the reader responses.

Works Cited Format: Miscellaneous Elements

Interview or letter:

Fernandez, Luis. Telephone interview with the author. 4 May 2016.

Willis, Dr. Susan L. Letter to the author. 7 Feb. 2015.

Television episode (broadcast):

"Mountain Wedding." *The Andy Griffith Show*, created by Sheldon Leonard, season 3, episode 94, Danny Thomas Enterprises, 29 Apr. 1963.

Downton Abbey, created by Julian Fellowes, season 6, episode 2, Carnival Films and Masterpiece, 27 Sept. 2015.

Note that *The Andy Griffith Show* has episode titles but that *Downton Abbey* does not.

Television episode (on DVD):

"Abed's Uncontrollable Christmas." 2010. *Community: The Complete Second Season*, created by Dan Harmon, episode 11, Sony Pictures, 2011, disc 2. DVD.

Television episode (streaming on website):

"Miss Lady Hawk Herself." *Mare of Easttown*, created by Brad Ingelsby, season 1, episode 1, Wiip, 2021. *HBO Max*, www.hbomax.com.

Television episode (streaming on app):

"Miss Lady Hawk Herself." *Mare of Easttown*, created by Brad Ingelsby, season 1, episode 1, Wiip, 18 Apr. 2021. *HBO Max app*.

Film (theatrical release):

To the Wonder. Directed by Terrence Malick, Redbud, 2013.
Volver. Directed by Pedro Almodóvar, Canal+España, 2006.

Film (on DVD):

Once. 2007. Directed by John Carney, Summit Entertainment / Samson Films, 2007. DVD.

Film (streaming on app):

Bridesmaids. Directed by Paul Feig, Apatow Productions / Relativity Media, 2011. *Peacock* app.

Shared video:

"Do It Yourself: How to Change Your Smoke/Carbon Monoxide Detector Batteries." *YouTube*, uploaded by Haydon Homes, 16 Feb. 2018, www.youtube.com/watch?v=Q12uJUJ8Rq4.

TED Talk:

Sarago, Sasha. "The (De)colonizing of Beauty." *TED*, July 2021, www.ted.com/talks/sasha_sarago_the_de_colonizing_of_beauty.

Advertisement (print):

Advertisement for Dell Technologies. *The New Yorker*, 12 and 19 July 2021, p. 23.

Advertisement (online):

Advertisement for Bookgardan. *Harper's*, 28 July 2021, <https://harpers.org>. Pop-up advertisement.

77c Formatting the Research Paper

The following sample paper should answer most of your questions about the format of the research paper. It should be typed on white 8 1/2" by 11" bond paper, double-spaced. Leave one-inch margins on all four sides of the page. Indent the first word of each paragraph one-half inch from the left margin, and indent long quotations (more than four typed lines) one-half inch from the left margin. Such quotations, like the body and the list of works cited, are double-spaced. (Note that for practical reasons, the sample paper that follows is not double-spaced.)

On the first page you should type your name, the instructor's name, the course number, and the date on separate lines, double-spaced, starting one inch from the top of the page and flush with the left margin; this first page may also be numbered. Note that the title is not underlined, fully capitalized, enclosed in quotation marks, or ended with a period. Capitalize the first and last words of the title and all other words except articles (*a, an, the*—unless they are the first word of the title and/or the subtitle) and prepositions and conjunctions (unless they are the first word of the title and/or the subtitle). Double-space between the title and the first line of text.

Number your pages consecutively throughout the paper in the upper-right-hand corner. Use your last name, followed by the page number, positioned flush against the right margin. Double-space between this head and the text.

Your instructor may require additional elements as part of your research project: a title page, a formal outline, and/or an annotated bibliography. MLA does not require a title page and in fact provides no examples of one, so if this feature is required, please ask your instructor for formatting guidelines. For a discussion of how outlines work, see pages 27–29 and 219–220. An annotated bibliography has the same format as the works cited, with each entry followed by a brief summary of its contents. See pages 221–223 for a discussion of summaries.

Mickelson 1

V. K. Mickelson
 Dr. Pharr
 ENC 1102
 11 December 2020

The Need for Additional Cigarette Taxation

2 spaces

Gone are the days when actresses lounged in

1" door frames, a lighted cigarette between their elegant fingers emphasizing the sensuous lines of their silhouettes. No longer do images of "tough guys" include, of necessity, a cigarette dangling from the corner of their mouth. Once, the movie industry portrayed smoking as a "glamorous" and "sophisticated" mode of expression, perhaps reflecting the American fascination with this seductive vice. But today that fascination has waned, and smoking now is viewed in a very different and increasingly negative light.

In those early days, the cigarette was ubiquitous, dominating restaurants, schools, airplanes, and even doctors' offices. Today, however, smokers have been sent outdoors, forced to stand by entranceways and in parking lots if they choose to indulge in the dubious pleasure of inhaling superheated carbon particles and vaporous forms of tar and nicotine. Only in bars, gambling establishments, and parts of some restaurants is indoor smoking common. Medical science has proven what many had long suspected: cigarette smoking is lethal.

In addition to the obvious health risks facing smokers, cigarettes present a commonly overlooked danger known as secondhand smoke. Whereas the gases that make up cigarette smoke can cause emphysema, heart disease, and various cancers of the lips, mouth, esophagus, and lungs when inhaled directly, secondhand smoke also poses a significant threat of

1"

Several introductory paragraphs provide context for complex topic.

Mickelson 2

cancer to anyone in relatively close proximity to this exhalation, even if he or she has never smoked a cigarette in his or her life.

The costs of treating people who are victims of cigarette smoke are enormous, totaling \$22 billion per year in 1992 ("Wages of Sin" 26). By 1998, the figure had increased to \$75.5 billion ("CDC Report"). The American Lung Association estimates that in 2004, the total cost to society caused by smoking had reached \$193 billion ("Smoking"). By 2020, the Centers for Disease Control determined that the annual cost had ballooned to more than \$300 billion. Yet cigarettes have managed to retain considerable popularity, and now the question is clear: What must be done to cope with what is, in essence, a national nightmare? An additional tax on cigarettes is the most practical answer.

The federal government takes a peculiar, contradictory stand on this issue. Motivated by pressure from powerful, long-established senators from the tobacco-producing states, the government subsidizes farmers, controls the amount of tobacco they may grow, and generally helps to support the profitability of the industry.¹ (As Dan Charles points out, most federal agricultural subsidies seem to escape taxpayers' attention.) However, the government also forces cigarette manufacturers to print labels on packaging to warn the user of the dire health consequences that can ensue. Meanwhile, although the number of American smokers drops appreciably every year, people in their fifties, sixties, and beyond still run up huge medical bills to try to repair the damages caused by a lifetime of smoking. Accordingly, the debate over the government's role in dealing with tobacco has shifted from the health-related legislation and public advisories of the 1960s and 1970s to a concentration on financial and economic ramifications.

Many people who face major smoking-related illnesses in middle age have health insurance. However, as Werner and Sharon Hoeger point out, "heavy smokers use the healthcare system, especially hospitals, twice as much as nonsmokers

**Superscript
alerts
reader to
endnote.**

The page number suffices because the source (the Hoegers) is cited in the sentence.

do" (243). Needless to say, the cost of this medical care is enormous, and because almost all health plans are capped, normally at about a million dollars, eventually that cap is reached. For instance, the cost of treating lung cancer alone can easily exceed this figure, at which point the "insured" find themselves in the same position as those with no insurance to start with: at the mercy of hospitals and in some cases dependent on Medicare/Medicaid. Three results issue from the preceding scenario: everybody's health insurance premiums go up to account for smokers' medical expenditures, hospitals pass along their costs for providing what is supposedly pro bono care for the uninsured and/or indigent, and the government—meaning the taxpayers, you and I—pay the rest.

The situation is intolerable. As Charles Scriven has asked,

Can you name a respectable American industry that:

- kills more than a third of its long-time customers;
- kills, every year, another 53,000 *involuntary* users of its product;
- paves the way to marijuana and cocaine addiction;
- gets 90 percent of its new customers from the ranks of children;
- spends \$500,000 an hour hawking its deadly merchandise?

The answer, by now well known, is the tobacco industry. (21)

Although Scriven's statement about "marijuana and cocaine addiction" is somewhat forced, the rest of his list reflects facts that the American public has grown weary of. During former President Clinton's first year of office, various public-interest groups suggested adding a two-dollar-per-pack tax so that smokers could, in essence, pay as they use. In 1993, Scriven

Thesis is restated, followed by block quotation that indicts the tobacco industry emphatically.

Page reference follows end of block quotation.

Mickelson 4

pointed out that “among developed nations, U.S. cigarette taxes are, along with Spain’s, the lowest of all” (21). This situation is still generally true today, and any funds generated by a federal tax increase could be placed in a fund reserved for the payment of necessary medical care for smokers who persist in their habit. However, the debate over adding a hefty additional federal tax to each pack of cigarettes has continued for more than two decades now, and although there are some problems with this idea, I believe that such an additional tax is the best solution to what has become a national nightmare.

The American ideal is self-reliance, and a sense of responsibility is a major part of that ideal, if not the reality. Americans, on principle, dislike the idea that a person would choose a harmful lifestyle and then expect insurers, their other clients, the federal government, and its other clients (us) to pay for the results. Even the occasional “libertarian,” such as Daniel Seligman, does not dislike the idea (138). I believe that most Americans would be perfectly willing to put up with smokers (outdoors, of course) if smokers were forced to be financially responsible for their own behavior.

As mentioned above, there are a few legitimate objections to this proposal. One is a change in the way that convenience stores—and to a lesser extent, grocery stores and drugstores—would do business. A two-dollar-per-pack tax increase would drive the retail price of a carton of cigarettes to about \$160, and in the case of convenience stores, a carton would become the most expensive item in the store. Given that most quick stops avoid keeping spare cash in the register, it is easy to visualize thieves who steal not money but, say, twenty cartons of cigarettes, an easily transportable number. However, it is possible that convenience stores would either stop selling cigarettes altogether

To be impartial, the writer mentions objections to the proposal, then counters them.

Mickelson 5

or, more likely, decrease the number and variety they carry. Perhaps specialty shops would emerge, similar to liquor stores, but with far greater security than the average quick stop. Then buying cigarettes would become more of a conscious choice, no longer just a last-minute, casual impulse.

Another objection is that smokers already pay enough because many of them die in their mid-fifties. According to this view, then it is entirely possible that all the contributions made by a smoker will remain the property of the federal government, never to be paid out (Huber 172). In effect, any worker (whether a smoker or not) is forced to gamble that he or she will live to receive Social Security payments, and in the case of smokers, the risks are obviously much greater that this will not happen, that the smoker will die at "a tax-efficient 60 or so" ("Wages of Sin" 27). Richard Aherne adds that, in 1979 dollars, the dead smoker misses out on benefits worth "a conservative \$5000 per year per person" (qtd. in Troyer and Markle vi), and this figure would be much higher today. However, tissue plasminogen activator, a drug now used to prevent permanent damage after a heart attack, is already changing even this likelihood (Falla interview).

In any case, the proposal to tax cigarettes in proportion to the harm they cause has two goals: to convince people not to smoke and to create an ongoing fund to pay for the health care of those who persist. Cost may be a significant obstacle to many smokers, causing them to at least sharply curtail their intake if not actually quit. As Viscusi points out, "One can view taxes as a mechanism for selecting the optimum degree of discouragement of smoking" (547). A person who smokes 1.5 packs per day spends around \$4,000 per year. If that dollar figure were doubled, it is logical to assume that financial pressures would seriously affect most smokers' perception of their habit. It would, at least, get their attention; Viscusi believes

**Paraphrase
must be
documented.**

**The source
of the
quotation is
Troyer and
Markle.**

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that smokers are short-sighted regarding their future and that additional costs would make them reconsider their choice to smoke (549). Also, the probability is that anyone willing to undergo such a large financial drain in order to obtain a deadly substance would be viewed as a pathetic addict, and this external perception could be a powerful motivator in smokers' thoughts about quitting. Finally, Grossman, Sindelar, Mullahy, and Anderson stress the following:

It is important to focus on teenagers and young adults, because cigarette smoking and alcohol abuse are addictive behaviors that generally begin early in life. Thus, policies to prevent their onset might be the most effective means to reduce them in all segments of the population. (215)

In terms of the second goal, large sums of money would flow into the federal coffers. The money could reasonably be expected to grow at the prevailing interest rates. It seems doubtful that the money generated would pay for all the health care costs that would be applicable, but at least this funding would come from a focused, prepaid source, instead of from general revenues as it does today.

Canada has tried a proposal similar to the one described here, raising by way of taxation the average price of cigarettes to about \$6.50 Canadian in 1993 (Fennell, "Up in Smoke" 14), a price that has gone up steadily since then. However, a significant problem soon developed: the smuggling of cigarettes from the United States through the vast, poorly patrolled border (Viscusi 555). Provincial governments and the national government obviously lose badly in such a situation: they receive no tax revenues at all, and in the case of Ontario's Cornwall, a popular tourist location, the battle between smugglers and police threatened the area's viability as an attraction (Fennell, "Up Smugglers' Alley" 46).

Note the use of the colon to introduce the long quotation.

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In the late 1990s, Canada “had to lower its punitive cigarette taxes” (“Senate’s Tobacco Wad” 1) in order to curtail the smuggling problem. The intervening years had seen some bizarre incidents. Accompanying the smuggling issue was the Canadian government’s charge that a large multinational tobacco company was involved in the illegal activity (Louis 1). As a letter to the editor of the *Toronto Star* pointed out in 2004, “High taxation doesn’t deter smoking, it just makes criminals rich” (Stewart A23).

But if the United States were to institute higher cigarette taxes that were similar to those of its northern neighbor, smuggling would be less of a problem for Canada and little problem for U.S. interests. However, the smuggling issue that the United States would face would be contraband tobacco products traveling north from Latin America. Nevertheless, in that circumstance it is illogical to believe that smuggling would test the much more stringent security of the southern United States when vastly superior profits can be made from the smuggling of narcotics.

What would happen to the tobacco companies? Obviously, their revenues would decline, but this has been true for years. American cigarette makers have been concentrating on markets in developing countries for some time now. Also, the current perception of tobacco companies in America makes it understandable that they should want to export their product instead of selling it domestically: they are starting to lose the product liability suits brought against them by individual consumers and, increasingly, by state governments tired of paying out health care benefits made necessary by the nicotine habit (see Gruber 193-94). Consequently, the perception of tobacco companies in the United States has become increasingly sour.

This is a back-and-forth struggle with money barely in the background. The federal and state governments want higher taxes for three reasons:

The writer speculates on possible secondary effects of the proposal.

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1. As part of their traditional “cut,” just as with alcohol sales and legal gambling.
2. To dissuade people from smoking.
3. To help pay for the health care of people who have suffered from tobacco use.

The tobacco companies have two very different needs:

1. Increasing profits.
2. Avoiding liability.

In the 2010s a new product arrived on the market: e-cigarettes. The makers and distributors of this delivery system claimed that its users (commonly known as “vapers”) receive only flavored nicotine, with no tar and none of the other chemicals that end up in traditional cigarettes. Hence, the product was supposed to be much safer, secondhand smoke would not hurt others, and smokers could safely light up indoors. Some tobacco companies got in the market; others saw e-cigarettes as a threat. Many studies argued for either the safety or the danger of vaping. Some of these studies seem biased from the start (Floorwalker), as studies can be more or less objective according to who is paying for them.

Whether e-cigarettes represent a net gain in health effects is a subject that has not been settled. However, most commercial establishments—stores and restaurants, for example—that prohibit traditional smoking also prohibit vaping (Floorwalker). Nonsmoking customers don’t like seeing the vapor in the air and also don’t trust what effects it might have.

The vaping industry didn’t help itself by targeting high school students. Following the example of the cigarette manufacturers decades before, the larger vaping companies concentrated on flavored nicotine and in some cases directly marketed to the young, arousing the ire of

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many in Congress, including Representative Raja Krishnamoorthi of Illinois (see “The consequences of vaping must be taught in schools”). Ironically, as James Dunworth points out, legal action against the vaping industry may ultimately strengthen the market position of the traditional tobacco companies, further complicating an already muddled situation.

However, cigarette taxes work, and work very directly. In Australia a pack of cigarettes, after years of incremental increases, cost \$25 (U.S.) in 2020, making this the most expensive country for smokers on the planet, according to Buchholz. It’s hard to justify a habit that costs this much, so Australians are quitting in droves. In the United States, many people criticize the federal government for inept and expensive social engineering, but the cigarette-tax proposal seems a clear improvement in terms of efficiency and general results. One condition, however, would have to be met in order for the program to succeed: the funds generated by the tax would have to be kept separate from other revenues. Americans have seen too much money flow down the maw of the General Fund to trust politicians’ promises that tax dollars will be used as intended. If this condition is satisfied, an extremely valuable piece of social legislation could be put into effect, perhaps eventually enhancing the quality of life by decreasing the incidence of horrible, life-threatening illnesses caused by a habit unjustifiably considered acceptable for far too long.

The thesis is restated in the conclusion.

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Note

1. The senators from North Carolina and Kentucky are also, understandably, opposed to an increased cigarette tax. See Cohn and Hager (51) and "Wages of Sin" (27).

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Viscusi, W. Kip. "Promoting Smokers' Welfare with Responsible Taxation." *National Tax Journal*, 47, 1994, pp. 547-58.

"The Wages of Sin." *Economist*, 20 Mar. 1993, pp. 26-27.

78 Guidelines for APA-Style Research Paper

78

The seventh edition of the *Publication Manual of the American Psychological Association* (2020) presents new approaches to the research paper in the areas of citation format and essay structure. This edition describes two ways to build a documented essay, one for students and one for professional academics. In the remainder of this chapter we concentrate on the guidelines that were developed for student writers.

78a Document sources accurately.

Documentation means including notes within your paper to tell readers where you found specific ideas and information and also including a list of your sources at the end of the paper. Documentation has two important functions: to give credit to the sources you have consulted and to enable your readers to look up the original material. Documenting also protects you against possible plagiarism (see page 225): it distinguishes your thoughts and words from those of your sources.

According to APA style, you document by using in-text citations of author, year, and page, in parentheses, at the end of every sentence containing a quotation or paraphrase. For example:

The EPA's GIS system will provide various benefits
(Copeland, 1994, p. 44).

In your References page at the end of the paper, you will provide in an alphabetical list the complete information about each source; your in-text citation specifies the page from which the quotation or paraphrase is taken.

What must you document? Because you have read extensively to prepare your research paper, you may think at first that nearly every sentence in the paper will have to be documented. But readers are interested in what *you* have to say, in how you have used your reading. Information that is common knowledge and quotations that are well-known do not require documentation. But every sentence taken from a source requires a citation so that the reader knows who says what—and with a minimum of disruption. Whenever possible, introduce each quotation and paraphrase with the name of the authority. You must document the following:

1. All directly quoted material:

Aaron Shearer has pointed out that the midrange of a finger joint is "approximately the middle two-quarters of the range between the comfortable limits of flexion and extension" (1990, p. 31).

If you did not use the author's name to introduce the quotation, cite it along with the page:

(Shearer, 1990, p. 31).

2. All paraphrased and summarized material:

Nikola Tesla's realization about alternating current, Stephen Hall explained, came when Tesla was walking with a friend in Budapest (1986, p. 125).

or:

According to Stephen Hall (1986, p. 125), Nikola Tesla's realization about alternating current came when Tesla was walking with a friend in Budapest.

3. Facts and data that are not common knowledge:

Flextime scheduling includes a fixed, base period and a flexible period in the morning and/or afternoon (Thomas, 1986, p. 43).

When you cite two or more works by one author in the same year, add *a*, *b*, *c*, and so on to the year to prevent confusion:

Walkerson pointed out that "age and intelligence quotient can be correlated" (1989a, p. 457).

When a work has been written by two authors, document it as follows:

Baldanza and Mackinnon wrote that Alan Shepard's bout with Ménière's disease was probably the reason that Shepard became the oldest astronaut to fly in the Apollo program (1989, p. 4).

or:

Alan Shepard's bout with Ménière's disease was probably the reason that Shepard became the oldest astronaut to fly in the Apollo program (Baldanza & Mackinnon, 1989, p. 4).

Note the use of the ampersand (&) when the authors' names are listed parenthetically.

If a source has three or more authors, use only the first author's name followed by *et al.*:

Brown et al. (1994)

or: (Brown et al., 1994)

When several items are taken from the same source, such as four sentences in a paragraph giving statistics derived from a single book, use one citation at the end of the paragraph: doing so will indicate that all the data in the paragraph come from that book. In such cases, especially, introducing your sources is important.

Although you will most often use short quotations, occasionally you will use a longer quotation to present an especially important point. If a quotation has forty words or more, indent the quotation one-half inch from the left margin (use your word processing program's "format paragraph" option) and do not add quotation marks. Double-space the quotation. Introduce the quoted material, using a colon to connect the introduction with the quotation, as in this example:

In the past, the travel and tourism industry presupposed either the solitary business traveler or the family traveling together. Today's increasingly fragmented and diverse society presents other issues, as Alexandra Valdez commented:

One of the problems with traveling alone involves the critical issue of choices. When two people travel together, the questions of where to stay, what to eat, and what to do are made simpler: on any single issue, at least one of the pair will have an opinion. Unless the other has her own, radically different opinion, she can default to her companion's suggestion. The companion is on the hook, so to speak, for the responsibility of making a good choice. The other doesn't have to come up with anything. (2005, p. 38)

Note that in a long quotation, the parenthetical citation *follows* the source.

Content footnotes Certain types of information cannot appropriately be included in the body of your paper. Such items include comments on your research process or on the sources you used, or acknowledgment of assistance you received. This information should be placed in footnotes. The accepted format for such notes is as follows:

¹On this point, see also Kennedy (1994, pp. 216-238).

²This study has benefited from the research assistance of Brenda Gordon, graduate assistant, Department of English.

Include bibliographical information on the References page, *not* in footnotes. Format the consecutive note numbers as superscripts, and place them in the text immediately following the relevant sentence, as in this example:

during the war.²

All footnotes should appear at the bottom of the page where they are referenced. Use your word processing program's "footnotes" option to place them properly.

78b Construct your list of References.

End the paper with an alphabetical list of the books, articles, and other sources you cite. This bibliography is titled "References." Although some instructors may require you to list all the works you consulted in preparing your research paper, the most common practice is to list only those sources you have used and cited. Copy in your digital research file the complete information for each such source, and keep these entries in alphabetical order by author's last name (or title if there is no author).

1. Because the list is alphabetical, place authors' last names first. (If no author or editor is given, alphabetize by title.)
2. Then list the date, in parentheses, and the full title. Use italics for titles of books and periodicals. For periodicals, use normal capitalization; for all other titles, capitalize only the first word of a title or subtitle, proper nouns, and "proper adjectives," such as *Canadian*.
3. Separate the items within the entry with periods.
4. For articles in journals and magazines, cite the volume, year, and full range of pages.
5. Double-space the lines of each entry, and indent the second and following lines one-half inch (use your word processing program's "format paragraph" option to establish a hanging indent).
6. In listing two or more works by the same author, place the earliest work first:

Ong, W. J. (1962). *The barbarian within*. Macmillan.

Ong, W. J. (1967). *The presence of the word*. Yale University Press.

If two (or more) works were published in the same year, add *a*, *b*, *c* as needed to the year and alphabetize by the first important word of each title (see the Menzel entries on the Reference page of the sample essay, page 274).

Reference Format: Books

Single author:

McMahon, D. M. (2006). *Happiness: A history*. Atlantic Monthly Press.

Strong, R. (2002). *Feast: A history of grand eating*. Harcourt.

Two authors:

Kimmel, M. S., & Messner, M. A. (1998). *Men's lives* (4th ed.). Allyn and Bacon.

In this entry, look at how the edition is noted. Never indicate a first edition, but indicate later editions as follows: *2nd*, *3rd*, *4th*, and so on.

Three to twenty authors:

Poole, D., Warren, A., & Nuñez, N. (2007). *The story of human development*. Pearson/Prentice Hall.

If a book has more than twenty authors, list the first nineteen in the style indicated above, but then insert an ellipsis (. . .), followed by the last name in the list.

Translated and edited books:

Virgil. (1983). *The Aeneid*. (R. Fitzgerald, Trans.). Random.

Merton, T. (1985). *The hidden ground of love*. (William H. Shannon, Ed.). Farrar.

Heft, J. L. (Ed.). (2005). *Believing scholars*. Fordham University Press.

A work in an anthology:

Rubinstein, A. (1986). Children with AIDS and the public risk. In V. Gong & N. Rudnick (Eds.), *AIDS: Facts and issues* (pp. 99-103). Rutgers University Press.

The full pages of the article or chapter are cited. If you cite an article or essay in a collection of previously published works, list the earlier publication data:

Lewis, C. S. (1965). Satan. In A. E. Barker (Ed.), *Milton: Modern essays in criticism* (pp. 196-204). Oxford University Press. (Reprinted from *A preface to "Paradise Lost,"* pp. 92-100, by C. S. Lewis, 1942, Oxford University Press).

Reprinted and revised editions:

Fitzgerald, F. S. (1953). *The great Gatsby*. Scribner's.
(Original work published 1925)

Here the book has been reprinted, and the date of the original edition is included after the title. In text, this book would be cited as Fitzgerald, 1925/1953. If you are using an edition other than the first, cite (*Rev. ed.*) or (*4th ed.*) after the title.

Multivolume work:

Parrington, V. L. (1927–1932). *Main currents in American thought* (Vols. 1–3). Harcourt.

In text, this book would be cited as Parrington, 1927–1932.

Corporate author:

Committee on Guidelines for Human Embryonic Stem Cell Research. (2005). *Guidelines for human embryonic stem cell research*. National Academy of Sciences, National Research Council.

Government publication:

United States Department of Labor, Bureau of Labor Statistics. (2007). *Occupational outlook handbook*. GPO.

Note that *GPO* stands for “Government Printing Office.”

Online book:

Hawthorne, N. (1993). *The house of the seven gables*. www.gutenberg.org/etext/77

Reference Format: Periodicals**Article in journal (paged by volume):**

Print: Chang, F., Dell, G., & Bock, K. (2006). Becoming syntactic. *Psychological Review*, *113*, 234–272.

Online: Chang, F., Dell, G., & Bock, K. (2006). Becoming syntactic. *Psychological Review*, *113*, 234–272. <https://doi.org/10.1037/0033-295X.113.2.234>

Print: Ridge, M. (2006). Saving the ethical appearances. *Mind*, *115*, 633–649.

Online: Ridge, M. (2006). Saving the ethical appearances. *Mind*, *115*, 633–649. <https://doi.org/10.1093/mind/fzl633>

Print: Weiss, T. (1995). Translation in a borderless world. *Technical Communication Quarterly*, 4, 407–423.

Online: Weiss, T. (1995). Translation in a borderless world. *Technical Communication Quarterly*, 4, 407–423. <https://doi.org/10.1080/10572259509364610>

A journal paged by volume starts the first issue of each year on page 1 and then numbers consecutively throughout the year.

Article in journal (paged by issue):

Print: Hynes, J. (1995). Morality and fiction: The example of Henry James. *South Atlantic Review* 60(4), 27–34.

Online: Hynes, J. (1995). Morality and fiction: The example of Henry James. *South Atlantic Review* 60(4), 27–34. <https://doi.org/10.2307/3201234>

Print: Pulju, R. (2006). Consumers for the nation: Women, politics, and consumer organization in France, 1944–1965. *Journal of Women's History* 18(3), 68–90.

Online: Pulju, R. (2006). Consumers for the nation: Women, politics, and consumer organization in France, 1944–1965. *Journal of Women's History* 18(3), 68–90. <https://doi.org/10.1353/jowh.2006.0046>

A journal paged by issue starts each issue on page 1.

Article in monthly magazine:

Print: Panovka, R. (2021, August). Men in dark times: How Hannah Arendt's fans misread the post-truth presidency. *Harper's* 343(2055), 35–41.

Online: Panovka, R. (2021, August). Men in dark times: How Hannah Arendt's fans misread the post-truth presidency. *Harper's* 343(2055), 35–41. <https://harpers.org/archive/2021/08/men-in-dark-times-hannah-arendt-post-truth>

Article in weekly magazine:

Print: Als, H. (2006, June 19). The cameraman. *The New Yorker*, 82, 46–51.

Online: Baldor, L. C., & Lindlaw, S. (2007, March 24). Officers blamed for Tillman errors. *Time*. www.time.com/time/nation/article/0,8599,1602701,00.html

Print: Bruck, C. (1996, February 19). Jerry's deal. *The New Yorker*, 72, 54–59, 61–66, 68–69.

The pages for the Bruck article are discontinuous. The commas show where the article “jumps.”

Article in newspaper:

Online: Salinero, M. (2007, March 21). Shed no tears for the crocodile. *The Tampa Tribune*. www.tbo.com/news/metro/MGB55H99JZE.html

Print: Erlanger, S. (2007, March 21). Aid to Palestinians rose in '06 despite international embargo. *The New York Times*, pp. A1, A12.

Most daily newspapers have section indicators that precede the page number.

Article on a website:

Online: ACLU urges Supreme Court not to abandon landmark student free speech ruling. (2007, March 19). *The American Civil Liberties Union*. www.aclu.org/scotus/2006term/morsev.frederick/29056prs20070319.html

Article in online journal:

Online: Price, B. (2007). Verse, voice, and body: The retirement mode and women's poetry 1680-1723. *Early Modern Literary Studies*, 12(3)5.1-44. Retrieved February 24, 2007, from extra.shu.ac.uk/emls/12-3/priceve2.htm

If an online article does not list a publication date, add the date that you accessed it.

Book review:

Print: Anderson, J. (1978, May 28). Life with Father: Duke Ellington. [Review of the book *Duke Ellington in person*]. *New York Times Book Review*, p. 8.

Print: Robinson, M. (2006, November). Hysterical scientism: The ecstasy of Richard Dawkins. [Review of the book *The God delusion*]. *Harper's*, 313, 83-84, 86-88.

Pamphlet:

Follow the format for books. If there is no date of publication, list *n.d.* in parentheses after the title.

Reference Format: Miscellaneous Elements

Interview, letter, telephone conversation, or email message:

Personal communication is cited in text only—for example, S. L. Willis (personal communication, February 2, 2015).

Social media:

a. Blogs

Busse, R. (2020, December 22). Growing up rich. *Mouthful of Feathers: Upland in the West*. <https://mouthfuloffeathers.com>

b. File-Sharing, News, and Opinion Sites

Murphy, E. [@ErinMurphysLaw]. (2021, June 18). *MD is the first state to comprehensively regulate genetic genealogy* [Tweet]. Twitter. <https://twitter.com/afentis/status/140624065576289284>

Glaser, K. [@bookriot.com]. (2015, July 14). *The many covers of To kill a mockingbird, by Harper Lee* [Image attached]. Pinterest. www.pinterest.com/pin/263249540701323641

National Geographic. (2021, July 14). *Bastille Day celebrates the rebellion that ignited the French Revolution* [Image attached]. Facebook. www.nationalgeographic.com/history/article/bastille-day-honors-rebellion-sparked-french-revolution?cmpid=org=ngp::mc=social::src=facebook::cmp=editorial::add=fb20210714history-bastilleday&sf247656051=1&fbclid=IwAR3CEoihtC3Q_klfLfo0CPo7EBNZwMrXvTz1DtMd625586DKvi0Zw4K7a0s

Film or television episode:

Almodóvar, P. (Director). (2006). *Volver* [Film]. El Deseo.

Bullock, H. (Writer), & Sweeney, B. (Director). (1963, April 29). Mountain wedding (Season 3, Episode 94) [TV series episode]. In A. Ruben (Producer), *The Andy Griffith show*. Danny Thomas Enterprises.

TED Talk:

Sarago, S. (2021, July). *The (de)colonizing of beauty* [Video]. TED Conferences. www.ted.com/talks/sasha_sarago_the_de_colonizing_of_beauty

Shared video:

Haydon Homes. (2018, February 16). *Do it yourself: How to change your smoke/carbon monoxide detector batteries* [Video]. YouTube. www.youtube.com/watch?v=Q12uJUJ8Rq4

78c Research Paper Format

The essay should be typed on white 8.5" by 11" bond paper, double-spaced. Leave one-inch margins on all four sides of the page. Indent the first word of each paragraph one-half inch from the left margin, and indent long quotations (forty words or more) one-half inch from the left margin. Such quotations, like the body and the list of references, are double-spaced. (Note that for practical reasons, the sample paper that follows is not double-spaced.)

On the title page, type the essay title, your name, your affiliation, the course number and title, your instructor's name, and the due date of the assignment, using a separate line for each element. Double-space the title page, and leave an extra space between the essay title and your name. Center everything both horizontally and vertically. Note that the title is not underlined, fully capitalized, enclosed in quotation marks, or ended with a period. Capitalize all words except articles (*a*, *an*, *the*—unless they begin the title or subtitle) and prepositions and conjunctions (unless they begin the title or subtitle—see the sample paper below).

An Analysis of Fingerprinting Techniques

Jyll Holzworth
College of Arts and Sciences
University of Central Florida
ENC 3241: Introduction to Technical Writing
Dr. Donald Pharr
October 7, 2021

An Analysis of Fingerprinting Techniques

Since the beginning of the twentieth century, fingerprints have been used in criminal investigations to identify someone as having been at the scene of a crime. The reason is that no two people have exactly the same fingerprint pattern. Thus, if a person's fingerprint is found at the scene of a crime, then this person was definitely there at some point in time.

Because fingerprints are so important in solving crimes, it is necessary that they be discovered at the scene. Fingerprints are almost always invisible to the naked eye because they are composed of very little material; therefore, many techniques are used by police investigators to make the latent, or hidden, fingerprint visible. The type of technique used depends on a variety of factors, such as how old the print is and what type of surface it is on. Some techniques are more successful than others in certain situations.

Whenever a crime is committed, the police officers called to the scene of the crime almost always check for latent, or hidden, fingerprints. Why? Because fingerprints are the surest way of proving that someone was at the scene of a crime. They are a unique part of each human: "Fingerprint patterns are formed on the fetus in the womb" (Swofford, 2005, p. 480). No two people have the exact same pattern of ridges on their fingers. In other words, everyone has a unique fingerprint pattern. Even identical twins, who share the same DNA, have different fingerprints (Hanson, 2006, p. 104).

Over the years, different techniques have been used to find latent fingerprints. Although there are many techniques available, not all techniques are successful in every situation. The technique used depends on various factors,

Title is repeated on first text page.

Introductory paragraphs provide context for paper.

1" 1/2" 3

such as what type of material the fingerprint was left on and how long it has been since the fingerprint was left. There are some situations in which one technique may be unsuccessful while another technique is successful. Again, it depends on the situation. As Nickell and Fischer have pointed out, "Criminals have never been considerate enough to leave rolled impressions of all ten fingers at the scenes of their crimes" (1999, p. 123). Although there are many techniques, the four most commonly used ones are dusting, Super Glue fuming, ninhydrin, and lasers. An analysis of these four techniques shows that they have advantages and disadvantages based on their effectiveness, cost, and possible health hazards. However, new and improved techniques and procedures are also being developed, including ones to procure fingerprints from decomposing corpses (Magers, 2006).

Subheads are boldfaced per APA style.

Fingerprint Residue

To begin with, it is important to understand exactly what a fingerprint is. When someone touches something, a slight residue from the person's finger is left behind. This residue is composed of approximately .0001 grams of material. Approximately 98% to 99% of this material is just water, which evaporates quickly, leaving only .000001 grams of material on the surface that was touched. About one-half of this material is inorganic, whereas the other half is an "organic mixture of amino acids, lipids, vitamins, and other matter" (Menzel, 1989b, p. 89).

Using this knowledge about fingerprint residue, police investigators are able to locate the latent fingerprint through a variety of techniques. The technique used will be determined by factors such as the type of material the print was left on and the length of time that has elapsed since the print was left (Olsen, 1978, p. 6).

Dusting

The technique most commonly used by police investigators is dusting (Wingate, 1992, p. 75). Dusting involves taking a small brush, dipping it into a powder, which is usually black, and then lightly brushing the surface where a latent fingerprint is thought to be (Moenssens, 1969, p. 24). For dark surfaces, "white powders (alumina) and other materials were developed . . ." (Hanson, 2006, p. 105). If the procedure is done correctly, the latent fingerprint will become visible.

Whereas dusting is the preferred method because it is safe, inexpensive, and easy to use, it does have some disadvantages. First, it can be used only while the latent print still contains water, for that is what the powder adheres to. Because the water content of a print evaporates within a couple of days, dusting would be unsuccessful on older prints (Hartsock, 1982, p. G2). Second, dusting works well only on smooth, nonporous surfaces, such as metal or glass (Hartsock, 1982, p. G2). It is unsuccessful on porous surfaces such as vinyl and leather because the powders tend to "paint such surfaces" (Olsen, 1978, p. 223). As a result, the ridge details of any latent prints will be hard to see because the powder covers both the prints and the surface that the print is on. Dusting also does not work well on plastic bags because brushing may rub off any latent print residue (p. 223). In addition, dusting is not a good technique for uncovering latent fingerprints on paper because "brushing disturbs the fibers of the paper to the extent that ridge detail may be destroyed in the developed image" (p. 220).

Super Glue Fuming

Other techniques have successfully been used to bring out latent fingerprints on the surfaces where dusting does not work. On vinyl, leather, and plastic bags, for example, a technique called

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Super Glue fuming is the preferred method for finding latent fingerprints. As the name implies, this technique relies on the use of Super Glue, which costs less than three dollars per bottle (Hartsock, 1982, p. G2). This technique works by putting the item containing the print onto a hard, nonflammable surface. The glue is then poured next to the item. Both are put into a container, which is then sealed shut. The fumes from the Super Glue will bring out any latent prints on the item, forming a "solid cast" (Hanson, 2006, p. 106). The main ingredient in the Super Glue that works to bring out the latent prints is cyanoacrylate ester. When the prints develop, in about two days, they will be white (Wingate, 1992, p. 82).

Super Glue fuming is a cheap and effective method of bringing out latent prints on surfaces where dusting does not work. It is, however, somewhat unsafe because it produces highly toxic fumes, which can be harmful if inhaled (Wingate, 1992, p. 82). Therefore, it is very important that the person opening the container holding the glue not have his or her face right above it when it is opened, or the person will certainly inhale the noxious fumes.

Ninhydrin

Super Glue fuming may work well on porous surfaces such as vinyl and leather, but it is not successful on paper. Because dusting does not work well on paper either, police investigators needed something that would show latent prints on paper. A chemical known as ninhydrin was discovered to be very successful in bringing out latent prints not only on paper but also on cardboard, wood, and wallboard (Menzel, 1989a, p. 557A).

Unlike the dusting procedure, ninhydrin can develop prints that have lost their water content. Thus, prints several years old can be developed with the use of ninhydrin (Hartsock, 1982, G2). Ninhydrin works by reacting with the amino acids in the fingerprint residue to form a bluish-purple product called Ruhemann's Purple (Menzel, 1989a, p. 557A).

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Ninhydrin in powder form is white. To be used correctly, it must be dissolved in a suitable solvent. The item to be treated is then either sprayed with or dipped into the ninhydrin solution (Moenssens, 1969, p. 25). The solvent to be used depends on whether the ink on the document must be protected and on the possible health risks (Olsen, 1978, p. 282).

The two most common solvents used today are acetone and amyl acetate. Although both are quite effective in uncovering latent prints on paper, both also have some disadvantages. The use of acetone will cause most inks to run. Also, too much exposure to acetone fumes can "irritate the mucous membranes and cause headaches, fainting, and general poisoning" (Olsen, 1978, p. 285). Amyl acetate, on the other hand, does not cause inks to run, but it is just as likely to cause severe headaches (Wingate, 1992, p. 80). Thus, although ninhydrin is inexpensive, it may damage documents and may cause health problems.

An alternative to ninhydrin is the use of vacuum boxes. This process has a lower level of health risks, and "[t]he processing techniques for this procedure are nondestructive, uncomplicated, and time-efficient" (Ostrowski & Dupre, 2006, p. 357).

Lasers

Today, there is a technique that can be used by itself or in conjunction with the previously mentioned techniques. This technique involves the use of lasers. It was discovered that the organic matter in fingerprint residue is inherently fluorescent (Menzel, 1989b, p. 89). When the appropriate light from a laser beam is shone onto a latent fingerprint, the print will "glow like a firefly in the dark" (Hotz, 1986, p. G5).

Because the fluorescent components in fingerprint residue absorb light in the blue-

green range, the Argon laser has become the accepted laser to use for fingerprint detection (Menzel, 1989b, pp. 89-90). The Argon laser is used both in crime labs and at crime scenes, although portable lasers offer less sensitivity because they have less power (Menzel, 1989b, p. 90).

Using lasers to bring out the fluorescence inherent in fingerprint residue is a very simple procedure. The area to be studied is placed in a dark room. Then the laser travels through a fiber optic cable for "convenient illumination of the fingerprint area" (Menzel, 1989b, p. 90). Because of the danger in working with lasers, goggles must be worn to reflect the laser light but allow the fluorescent fingerprint to be seen (p. 90).

The use of lasers to detect fluorescence inherent in fingerprint residue is successful only on smooth or porous surfaces and only if there is almost no background fluorescence. This is necessary because inherent fluorescence is not very strong. Thus, if the background fluorescence is as strong or stronger than the inherent fluorescence, the print will not be seen (Menzel, 1989a, p. 558A). Because many surfaces fluoresce strongly, the use of lasers was at first restricted to specific surfaces (Menzel, 1989b, p. 90).

In order to be able to increase the use of lasers, fingerprints began to be first treated with something that would make them fluoresce more strongly than the background (Menzel, 1989b, p. 90). These treatments make use of the previously mentioned fingerprint techniques. One such treatment is to dust with fluorescent powders. Another is to stain with a fluorescent dye, such as Rhodamine 6G, after Super Glue fuming. The cyanoacrylate ester in the Super Glue combines with the ridges of the fingerprint residue to form a white product. This white product is stable and will not wash away after it is treated with a fluorescent dye. Without Super

Glue fuming first, the dye would wash away the latent print (Menzel, 1989a, p. 558A). Still another method involves ninhydrin. A document treated with ninhydrin does not fluoresce, but add the right amount of zinc chloride, and a highly fluorescent orange coordination compound is produced (p. 559A).

Many police departments now use lasers to detect latent fingerprints. Although laser equipment is very expensive, these departments feel that the "laser is already paying for itself in guilty pleas" (Hotz, 1986, p. G5). Lasers are dangerous to work with, but they are extremely accurate and can be used to check for prints from as far back as forty years ago (p. G5).

Certain rates of crime appear to be declining. In a comparison of homicide rates from 1994 to 1995 among nine major cities in the United States, only Dallas and Phoenix saw an increase in their homicide rate. The other seven cities all had a lower homicide rate than the levels of 1994 (Steckner, 1995, p. C10). Laser technology may be one of the reasons for the decline. The use of lasers could have resulted in more fingerprints being discovered at crime scenes, which would have resulted in more guilty verdicts. If this is so, then there may be many more police departments that are willing to stretch their budget in order to make room for laser technology. In the 2010s, the crime rate continued to decline. Better technology equals more convictions. Also, criminals and potential criminals watch television just like everyone else, and the proliferation of police dramas centering on forensic analysis may have some valuable, if unintended, social effects.

Distribution

Finding a latent fingerprint is only half the battle. Once a print is found, it must be digitally photographed and then entered into a computer system known as the Automated

Evaluative paragraphs state social benefits of laser detection of fingerprints.

Fingerprint Identification System, or AFIS. This system narrows the number of suspects from hundreds to about eight or ten in a short period of time. Police officers used to have to do this task manually by comparing the print to hundreds of other prints on file, but with this new computer system, much time is saved, and the police can spend more time solving other crimes as well.

A recent development allows officers in the field, such as those patrolling traffic, to use a portable remote device to fingerprint drivers pulled over for moving violations and suspected of other offenses ("Traffic police try remote fingerprinting," 2006, p. 53). However, the issue of the rights of a suspect is still very important: "The principal limitation on fingerprint checks is now legal, not technical" (Cole, 2001, p. 257). In other words, the courts have to decide when an occasion is appropriate for the police to fingerprint a suspect.

Other technical and legal issues are coming to the fore. For almost a century Americans have been virtually trained to trust forensic analysis. "Send it to the lab!" seemed to settle the issue. However, traditional areas of forensic analysis are being critically examined (see, for example, the report from the National Academies: "Badly Fragmented Forensic Science System," 2009). Blood-spray patterning has become a particular focus of critical scrutiny (see Kelly, 2019), and even the "gold standard," DNA analysis, is receiving new attention (see Lander, 2015; Murphy, 2021).

However, fingerprinting has avoided much of the controversy, probably because it is a relatively objective and straightforward process. By using the right technique to image a fingerprint, and then putting the print into AFIS, police officers can solve more crimes. This is technology working together to make the world a safer place to live.

Final paragraphs discuss social issues involved in using modern technology to retrieve fingerprints to help solve crimes.

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